A Correlation of

Grade 8, ©2017

To the

Arizona
College and Career Ready Standards
English Language Arts/Literacy in
History/Social Studies

Pearson
Introduction

This document demonstrates how myPerspectives™ English Language Arts meets the objectives of Arizona's College and Career Ready Standards - English Language Arts/Literacy in History/Social Studies. Correlation page references are to the Student Edition and Teacher's Edition and are cited by selection or activity and by page number.

myPerspectives™ English Language Arts is a learning environment that focuses on a connected approach to student learning. Students read texts and engage in activities that inspire thoughtful conversation, discussion, and debate.

Students will encounter authors' perspectives as they read literature from across time periods and cultures. Students will listen to the perspectives of their peers through conversations and collaborative activities. And, as students read the literature and engage in activities in myPerspectives, they will formulate—and defend—their opinions as they develop their own perspectives.

In each unit of study, students will read classic and contemporary fiction and nonfiction texts, and view/listen to media selections, all related to an Essential Question. Students will use technology to interact with texts and activities, and they can write directly in their Student Edition to make interaction with texts more meaningful.

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### 6-8.RH.1. Cite specific textual evidence to support analysis of primary and secondary sources.

**SE/TE:** from *Anne Frank: The Diary of a Young Girl*, 219; Acceptance Speech for the Nobel Peace Prize, 227; “Barrington Irving, Pilot and Educator,” 271; “Three Cheers for the Nanny State,” 283; “Ban the Ban! / Soda’s a Problem but...,” 291

**TE Only:** Personalize for Learning, English Language Support, Interpret, 270; Personalize for Learning, Strategic Support, Evidence, 282

*In addition, students address this standard in Analyze the Text features, which appear with every informational text selection.*

**Other Resources:** *Common Core Companion*, 90, 91-96, 97-102

### 6-8.RH.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

**SE/TE:** *[Central Idea]* from *Anne Frank: The Diary of a Young Girl*, 219; from “Blue Nines and Red Words,” 409; *[Summary]* Unit Introductions, 8, 94, 260, 346, 444; from *Anne Frank: The Diary of a Young Girl*, Comprehension Check, Question 6. Notebook, 217; from *Blue Nines and Red Words*, Comprehension Check, Question 6. Notebook, 407

**TE Only:** Facilitating Small-Group Reading, Close Read: Diary, 213;

**Other Resources:** *Common Core Companion*, 103, 104-109, 110-115

### 6-8.RH.3. Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

**Opportunities to Address:**

**SE/TE:** “To Fly” from *Space Chronicles*, 464-473; “Nikola Tesla: The Greatest Inventor of All?,” 488-492;

**TE Only:** Personalize for Learning, Challenge, Dramatize the “War of the Currents”, 490
### Arizona’s College and Career Ready Standards
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#### 6-8.RH.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

**SE/TE:** “You Are the Electric Boogaloo” / “Just Be Yourself!”, 51; “Three Cheers for the Nanny State,” Concept Vocabulary, 276, 284; “Words Do Not Pay,” 311; from *Follow the Rabbit-Proof Fence*, 321; “To Fly,” 473; from *The Invention of Everything Else*, 505

**TE Only:** Personalize for Learning, English Language Support, Idioms, 48, 215, 317, 290, 468, Domain-Specific Vocabulary, 225, 406; Vocabulary Development, Domain-Specific Words, 469

**Other Resources:** *Common Core Companion*, 123, 124-129, 130-135

#### Craft and Structure

##### 6-8.RH.5. Describe how a text presents information (e.g., sequentially, comparatively, and/or causally).

**SE/TE:** “Frank Family and World War II Timeline,” 196-197; from *Anne Frank: The Diary of a Young Girl*, 219; from *Follow the Rabbit-Proof Fence*, 321; “To Fly,” 473; “Nikola Tesla: The Greatest Inventor of All?,” 492

**TE Only:** Close Read, Reflect on Chronology, 197; Personalize for Learning, English Language Support, Structure, 266

**Other Resources:** *Common Core Companion*, 136, 137-142

##### 6-8.RH.6. Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

**SE/TE:** Acceptance Speech for the Nobel Peace Prize, 227; “Three Cheers for the Nanny State,” 283; “Ban the Ban!” / “Soda’s A Problem, but ...,” 291; from *Follow the Rabbit-Proof Fence*, 321; from “Blue Nines and Red Words,” 409; 25 Years Later, Hubble Sees Beyond Troubled Start,” 517

**TE Only:** Closer Look, Analyze Author’s Purpose, 265

**Other Resources:** *Common Core Companion*, 143, 144-149, 150-155

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**SE = Student Edition**  
**TE = Teacher’s Edition**
### Integration of Knowledge and Ideas

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<td>6-8.RH.7</td>
<td>Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</td>
<td>SE/TE: “Apache Girl’s Rite of Passage,” 28; “You Are the Electric Boogaloo” / “Just Be Yourself!”, 53; Small-Group Performance Task, 76, 243; <em>The Diary of Anne Frank</em> / Frank Family and World War II Timeline, 200–201; “The Theory of Multiple Intelligences Infographic,” 414; “To Fly,” from <em>Space Chronicles</em>, 477. <strong>TE Only:</strong> Digital Perspectives, Enriching the Selection, 29; Cross-Curricular Perspectives, Social Studies, 101, 187; Personalize for Learning, English Language Support, Timelines, 199; Digital Perspectives, Illuminating the Text, 268; Personalize for Learning, Challenge, Research Related Topics, 289. <strong>Other Resources:</strong> <em>Common Core Companion</em>, 156, 157-162.</td>
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### Range of Reading and Level of Text Complexity

**6-8.RH.10.** By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.

**Students address this standard with literary nonfiction selections throughout the program, including but not limited to the following:**

**SE/TE:** *Anne Frank: The Diary of a Young Girl*, 212; Acceptance Speech for the Nobel Peace Prize, 222; “Three Cheers for the Nanny State,” 276; “Ban the Ban!” / “Soda’s a Problem but…”, 286; from *Follow the Rabbit-Proof Fence*, 314; “The Moth Presents: Aleeza Kazmi,” 324
Continued 6-8.RH.10. By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.

### Writing Standards for Literacy in History/Social Studies (WHST)

#### Text Types and Purposes

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<th>Standards</th>
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<td>6-8.WHST.1</td>
<td>Write arguments focused on discipline-specific content.</td>
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#### a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.

SE/TE: “Three Cheers for the Nanny State” / “Ban the Ban!” / “Soda’s a Problem but….”, 294-295; Whole-Class Performance Tasks, 297-298, 479-480

**Other Resources:** Common Core Companion, 186–189; Interactive Writing Lessons: Argumentative Writing—Middle School

#### b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.

SE/TE: “Three Cheers for the Nanny State” / “Ban the Ban!” / “Soda’s a Problem but….”, 294-295; Whole-Class Performance Tasks, 297-298, 479-480

**Other Resources:** Common Core Companion, 187–189

#### c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.

SE/TE: “Uncle Marcos,” 462; “To Fly,” 476; Whole-Class Performance Tasks, 298, 482

**Other Resources:** Common Core Companion, 190

#### d. Establish and maintain a formal style.

SE/TE: Whole-Class Performance Task, 298, 300

**Other Resources:** Common Core Companion, 190
### 6-8.WHST.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

| a. | Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. | SE/TE: “The Medicine Bag” / “Apache Girl’s Rite of Passage,” 33; The Diary of Anne Frank / Frank Family and World War II Timeline, 201; Whole-Class Performance Tasks, 203–204; Small-Group Performance Tasks, 242–243, 426–427 |
| b. | Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. | SE/TE: The Diary of Anne Frank / Frank Family and World War II Timeline, 200–201; from “Blue Nines and Red Words,” 411; Whole-Class Performance Tasks, 203–204; from Maus, 241 |
| c. | Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. | SE/TE: Whole-Class Performance Tasks, 206, 394 |
| d. | Use precise language and domain-specific vocabulary to inform about or explain the topic. | SE/TE: from “Blue Nines and Red Words,” 411; Whole-Class Performance Tasks, 206, 394 |

Other Resources: Common Core Companion, 191, 197, 198, 200
### Arizona’s College and Career Ready Standards
**English Language Arts/Literacy in History/Social Studies, Grades 6-8**

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<th><strong>6-8.WHST.3.</strong> (See note; not applicable as a separate requirement)</th>
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| **Note:** Students’ narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical import. | **SE/TE:** Whole-Class Performance Tasks, 206, 394; Small-Group Performance Task: 427  
**Other Resources:** *Common Core Companion*, 201  
**SE/TE:** *The Diary of Anne Frank / Frank Family and World War II Timeline*, 201; Whole-Class Performance Task, 204  
**Other Resources:** *Common Core Companion*, 202  
Not applicable as a separate requirement according to Arizona’s College and Career Ready Standards. |
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<th>Production and Distribution of Writing</th>
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<td><strong>6 ` -8.WHST.4.</strong> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</td>
<td><strong>SE/TE:</strong> The Diary of Anne Frank, Acts I &amp; II, 193; The Diary of Anne Frank / Frank Family and World War II Timeline, 200–201; Performance Tasks, 202–207, 296–301; &quot;Three Cheers for the Nanny State&quot; / &quot;Ban the Ban!&quot;</td>
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<td>Produce clear and coherent functional writing (e.g., formal letters, envelopes, procedures, labels, timelines, graphs/tables, experiments, maps, captions, charts, diagrams) in which the development, organization, and style are appropriate to task, purpose, and audience.</td>
<td><strong>TE Only:</strong> Personalize for Learning, Challenge, Writing a Letter, 49; <strong>Other Resources:</strong> Common Core Companion, 219, 220-225; Interactive Writing Lesson: Argumentative Writing-Middle School; Interactive Writing Lesson: Informative / Explanatory Writing-Middle School; Interactive Writing Lesson: Narrative Writing-Middle School; Interactive Writing Lesson: The Writing Process-Middle School</td>
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<tr>
<td><strong>6-8.WHST.5.</strong> With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</td>
<td><strong>SE/TE:</strong> Performance Tasks, 207, 301, 395; from <em>Follow the Rabbit-Proof Fence</em>, 323 <strong>Other Resources:</strong> Common Core Companion, 226, 227-232, 233-238</td>
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<td><strong>6-8.WHST.6.</strong> Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.</td>
<td>SE/TE: “You Are the Electric Boogaloo” / &quot;Just Be Yourself,&quot; 53; Whole Group Performance Tasks, 301, 483; Small Group Performance Tasks, 242–243, 426–427; “To Fly,” 477; Sounds of a Glass Armonica,” 523</td>
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**Other Resources:** *Common Core Companion*, 239–240, 246; Interactive Writing Lesson: The Writing Process-Middle School; Interactive Research Lesson: Integrating Quotations, Citations, and Images-Middle School; Interactive Whiteboard Activity: Argument-Middle School; Interactive Whiteboard Activity: Narrative-Middle School; Interactive Whiteboard Activity: Informative / Explanatory-Middle School |

**Research to Build and Present Knowledge**

| **6-8.WHST.7.** Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. | SE/TE: “You Are the Electric Boogaloo” / "Just Be Yourself," 53; from Maus, 241; “Barrington Irving, Pilot and Educator,” 275; "Words Do Not Pay," 313; from *Follow the Rabbit-Proof Fence*, 323; from “Blue Nines and Red Words,” 411; "To Fly," 477; "25 Years Later, Hubble Sees Beyond Troubled Start," 519; “Sounds of a Glass Armonica,” 523 |

**TE Only:** Cross-Curricular Perspectives, Social Studies, 98, 128, 159, 172, 277, 307; Personalize for Learning, Challenge, Research, 126, 198, 217, 269, Research Related Topics, 289; Personalize for Learning, Strategic Support, Research, 241 |

**Other Resources:** *Common Core Companion*, 252, 253-255, 256-258; Interactive Research Lesson: Sources and Evidence-Middle School |

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| **6-8.WHST.8.** Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. | **SE/TE:** “The Setting Sun and the Rolling World,” 75; from *Maus*, 241; “Barrington Irving, Pilot and Educator,” 275; “Words Do Not Pay,” 313; from "Blue Nines and Red Words," 411; "Sounds of a Glass Armonica," 523  
**TE Only:** Cross-Curricular Perspectives, Social Studies, 128; Personalize for Learning, Strategic Support, Research, 241  
**Other Resources:** *Common Core Companion*, 259–272; Interactive Research Lesson: Integrating Quotations, Citations, and Images—Middle School; Interactive Research Lesson: Sources and Evidence—Middle School |
| **6-8.WHST.9.** Draw evidence from informational texts to support analysis, reflection, and research. | **SE/TE:** “The Medicine Bag” / “Apache Girl’s Rite of Passage,” 32–33; *The Diary of Anne Frank* / Frank Family and World War II Timeline, 200–201; “Three Cheers for the Nanny State” / “Ban the Ban!” / “Soda’s a Problem but...,” 294–295  
**Other Resources:** *Common Core Companion*, 277, 278-280 |

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### Range of Writing

**6-8.WHST.10.** Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Students encounter numerous opportunities for writing in both short and extended time frames at unit-, section-, and selection-levels throughout the program. Examples include the following:


**TE Only:** Write Now, Express and Reflect, Opinion Piece, 291;

**Other Resources:** *Common Core Companion*, 281-291